

2023 School Improvement Plan Summary

Riverton Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p>To increase student high band achievement in NAPLAN Writing</p>	<p>2022: NAPLAN: 50% (4/8) of Year 3 students will achieve the SEA in NAPLAN writing. 25% (2/8) of Year 3 students will achieve higher bands in NAPLAN writing. This means 75% (6/8) students will achieve the SEA or above. 60% (8/15) of year 5 students will achieve the SEA in NAPLAN writing. 33% (5/15) of year 5 students will achieve higher bands in NAPLAN writing. This means 86% (13/15) students will achieve the SEA or above.</p> <p>NAPLAN: 62.5% (5/8) Year 3 students will achieve SEA in NAPLAN Writing 62.5% (5/8) Year 3 students at or above SEA in NAPLAN Writing 35% (6/17) Year 5 students will achieve high bands in NAPLAN Writing 41% (7/17) Year 5 students will achieve the SEA in NAPLAN Writing 76% (13/17) Year 5 students at or above SEA in NAPLAN Writing</p> <p>Phonics Screening Check: 83% of Year 1 students will achieve SEA in the phonics screening check.</p> <p>2024: NAPLAN 20% (2/10) Year 3 students will achieve high bands in NAPLAN Writing 60% (6/10) Year 3 students will achieve SEA in NAPLAN Writing 80% (8/10) Year 3 students at or above SEA in NAPLAN Writing 20% (2/10) Year 5 students will achieve high bands in NAPLAN Writing 60% (6/10) of Year 5 students will achieve the SEA in NAPLAN Writing 80% (8/10) of Year 5 students at or above SEA in NAPLAN Writing</p>	<p>If we explicitly model text structures and language choices for specific purposes & audiences, and collaboratively assess and monitor student writing progress, we will increase student high band achievement in writing.</p>	<p>Reception students will:</p> <ul style="list-style-type: none"> • Correctly form lower case and upper case letters, starting in the correct place, and developing a correct pencil grip. • Write basic sentences using a capital letter and a full stop. • Share ideas about stories, characters, problems and resolutions. • Accurately spell high frequency words with regular spelling patterns. <p>Year 1 students will:</p> <ul style="list-style-type: none"> • Write simple short sentences using subject-verb-object eg 'I play soccer'. • Write simple sentences using full stops, capital letters, question marks and exclamation marks. • Consistently writes capital letters for proper nouns. • Identifies complications and resolutions of narratives. • Accurately spell words with regular spelling patterns. • Write legibly using unjoined upper and lower case letters. <p>Year 2 students will:</p> <ul style="list-style-type: none"> • Write coherent simple sentences made up of basic verb groups, noun groups and phrases to express an idea. • Use conjunctions to join simple sentences into compound sentences. • Explore organising sentences into paragraphs. • Identify different text types when reading and writing. • Explore and experiment with basic narrative structures that include a sizzling start, a complication and a resolution. • Use descriptive language in writing to develop character and setting. • Re-read and edit their writing to make improvements. • Use punctuation accurately.



Year 3 students will:

- Write compound and some complex sentences using correct punctuation.
- Organise writing into paragraphs.
- Identify and produce different text types.
- Write narratives with a structure that includes a sizzling start, at least one complication and resolution(s).
- More consistently use correct spelling and punctuation.
- Plan for writing using templates provided.
- Write narrative using 'show not tell' strategies (sizzling starts, character and setting (backfill), problem (pebble, rock, boulder) and endings.
- Edit and re-edit their work to make improvement based on feedback.

Years 4 to 6 students will:

Consistently use correct spelling and punctuation.

- Show an understanding of grammar, working towards purposeful use of conventions in their writing.
- Make precise vocabulary choices to enhance cohesion in their writing.
- Write in paragraphs that are deliberately structured to pace and direct the reader's attention and move the story forward.
- Expand on ideas through intentional use of simple, compound and complex sentences and varying for effect.
- Plan for writing using the seven steps scaffolds and strategies relevant to text type.
- When writing narratives plan to include sizzling starts, backfill (character and setting), problem (pebble, rock, and boulder) and ending with impact (character resolution).
- Develop effective characterisation and setting when writing the backfill for narrative to create a picture for the reader.
- Edit and re-edit their writing make improvements based on multiple sources of feedback.
- Make creative authorial choices for impact on the reader.
- Use tier 2 and 3 vocabulary within their writing to have a high impact on audience and reader.

These success criteria will be evident when we conference and mark student writing, talk with students to provide feedback at the point of learning, engage in moderation of student writing including using Brightpath.

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10.2.23

X

Principal



X

Education Director



X

Governing Council Chair Person

